Colchester Public Schools

4131P

PERSONNEL - CERTIFIED

~~**Staff Development**~~

PROFESSIONAL GROWTH AND DEVELOPMENT

The Board believes that, in order to support the high achievement of students, educators must have the time and resources to continually improve their practice. The Board also believes that educators will only reach the high levels of performance set by Colchester Public Schools if they are provided with the freedom and flexibility to act as practitioners and engage in the process of continuous improvement.

"Professional Growth and Development" is viewed by the Board of Education (Board) as a continuous systematic effort to improve educational programs in this school district through (1) educator involvement in organized program planning, implementation and evaluation efforts, and (2) activities to upgrade the skills, knowledge and ability of educators to improve student learning outcomes.

Each certified employee shall annually participate in a program of professional growth and development, of not fewer than eighteen hours in length, of which the majority of time is spent in grade level or content area teams. The professional development program shall:

1. be focused upon the continuous improvement of instruction and curriculum, and be directly responsive to the learning needs of students;
2. be embedded in the professional practice of educators and have a sustained focus and duration;
3. foster teachers' collective efficacy to improving student learning outcomes;
4. include training in culturally responsive pedagogy and practice.
5. include, to the greatest extent possible, coaching and expert support, a content focus, the use of models and modeling, active adult learning experiences, opportunities for collaboration, feedback, and reflection.

Professional growth and development experiences, made available by the Board directly, or through a RESC, with another Board of Education or through a provider approved by the Commissioner, and shall be consistent with any goals identified by the certified employees and the Board.

The Board, in order to determine its professional development program, shall establish a professional development and evaluation committee (PDEC), consisting of certified and other instructional staff, including representatives of the exclusive bargaining representative for such employees. Committee membership shall consist of at least one representative from each of the teachers' and administrators' unions and other school personnel the Board deems appropriate. The duties of the committee shall include, but not be limited to, a) participation in the development of an educator evaluation and support program for the District, and b) the development, evaluation and annual updating of a comprehensive local professional development plan, in fulfillment of the statutes, for certified employees of the District. Such plan shall (1) be directly related to the educational goals proposed by the Board pursuant to C.G.S. 10-220(b), (2) be developed in full consideration of the priorities and needs related to student outcomes as determined by the State Board of Education, and (3) include the systematic assessment and improvement of the educator evaluation and professional development plans.

Special effort shall be made to prepare teachers and other school personnel to meet the needs of students of diverse cultural and ethnic backgrounds. Planning and implementation of such programs shall be done cooperatively by administration, teachers and parent advisory groups. Special effort shall also be given to administrators and/or supervisors in training pursuant to their obligations in the evaluation of teachers.

Professional development activities should respond directly to the educational needs of the student body. The in-service program shall fulfill all applicable statutory requirements, especially those delineated in CGS 10-220a, as amended.

The Board will allow any paraprofessional or non-certified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff on those topics mandated per C.G.S. 10-220a, subsection (a).

The Superintendent is to report annually to the Board of Education on the professional development program and its effect with recommendations for changes as needed.

(cf. 4115 - Evaluation)

Legal Reference: Connecticut General Statutes
10-27 Exchange of professional personnel and students.
10-220a In-service training. (amended by PA 04-227, PA 08-160, June 19 Special Session, Public Act No. 09-1, PA 10-91, PA 12-116, PA 13-145, PA 15-215, PA 17-37 and PA 19-100)
10-153b Selection of teachers' representatives
10-226f Coordinator of intergroup relations.
10-226g Intergroup relations training for teachers.
10-145b Teaching certificates (as amended by PA 01-173)
10-148a Professional development (as amended by PA 17-37 and PA 19-100)
10-151(b) Employment of teachers. Definitions. Tenure
PA 17-32 An Act Concerning Human Trafficking
PA 17-37 An Act Implementing the Recommendations of the Task Force on Professional Development and In-service Training Requirements for Educators

Policy adopted: May 22, 2012
Policy revised: May 11, 2021

~~Professional Development~~

~~The purpose of professional development shall be to provide for continuous, systematic improvement of subject matter competence and instruction as well as to create an awareness of up-to-date educational research and strategies with the goal of improving student learning.~~

~~The Board recognizes that professional development is the joint responsibility of individual staff members, administrators, and the school district. The Board will provide professional development opportunities which support Board goals and objectives and are developed with~~

full consideration of priorities and needs related to student outcomes. The Board recognizes its obligation to support professional development efforts through means such as the granting of release time, payment for workshops and provision of in-service training programs. In turn, the Board expects the teaching staff and administrators to demonstrate a commitment to their own professional learning by participating in and seeking out professional programs and activities focusing on improving student learning. The Board further expects the professional learning to result in higher student achievement. Visiting other classrooms and other schools for the purpose of problem-solving, experimenting, and interacting professionally with colleagues, working on curriculum development, sharing new learning with colleagues, and joining professional organizations promote such professional learning.

The Professional Development Committee

In order to promote an ongoing systematic program of professional development, the Board upon recommendation of the Superintendent of Schools, shall establish a professional development committee consisting of certified employees and administrators, including representatives of the bargaining unit. The duties of the committee shall include, but not be limited to, the development, evaluation, and annual updating of a comprehensive professional development plan for certified employees of the District.

The Professional Development Committee shall delegate to the Director of Curriculum and Professional Development responsibility for day-to-day initiating, overseeing, and evaluating professional development programs and activities in compliance with applicable laws and regulations. Proposals for projects and activities will be reviewed on a regular basis.

Responsibilities of the Professional Development Committee

Responsibilities of the Professional Development Committee shall include the following:

1. To annually assess the needs for professional development emphasizing student learning in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education.
2. To serve as a liaison for the public, the Board, the administration and the staff on matters related to professional development.
3. To regularly report to the Superintendent and/or Board about the district's ongoing, systematic program of professional development as related to the Strategic Plan and an evaluation of the opportunities offered.

These responsibilities shall be performed in accordance with the following:

1. State mandates and full consideration of priorities relating to student outcomes as determined by the State Board of Education.
2. Colchester Public Schools Strategic Plan and current initiatives.
3. Projected program changes related to the ongoing curriculum development and review.
4. Present level of expertise in teaching skills and subject matter.
5. Individual staff members' goals related to improving student learning as arrived at by mutual consensus of the staff member and his/her evaluator as part of the yearly evaluation process.

The Board will allow any paraprofessional or noncertified employee of the District to participate, on a voluntary basis, in any in-service training program provided to certified staff.

Legal Reference: Connecticut General Statutes

10-27 Exchange of professional personnel and students

10-220a In-service training (amended by PA 04-227, PA 08-160 and June 19 Special Session, Public Act No. 09-1)

10-153b Selection of teachers' representatives

10-226f Coordinator of intergroup relations

10-226g Intergroup relations training for teachers

10-145b Teaching certificates (as amended by PA 01-173)

PROFESSIONAL GROWTH AND DEVELOPMENT: APPENDIX

Connecticut General Statutes 10-220a - In-service Training

A. Required In-service Topics for Certified Personnel

1. Nature and the relationships of drugs and alcohol to health and personality development and procedures for discouraging their abuse.
2. Health and mental health risk reduction education including, but not limited to the prevention of risk-taking behavior by children and the relationship of such behavior to substance abuse, pregnancy, sexually transmitted diseases, including HIV-infection and AIDS, violence, teen dating, domestic violence and child abuse.
3. School violence prevention and conflict resolution and the prevention of and response to youth suicide and the identification and prevention of bullying and response to bullying, as defined in 10-222d, subsection (a) as amended. (Boards that implement an evidence-based model approach approved by the SDE are not required to provide in-service training on the identification and prevention of and response to prevention of bullying.)
4. Cardiopulmonary resuscitation and other emergency life-saving procedures.
5. Requirements and obligations of a mandated reporter regarding reporting of child abuse and neglect.
6. Training in the detection and recognition of, and evidence-based structured literacy interventions for, students with dyslexia.
7. Training in the awareness of human trafficking issues.
8. Culturally responsive pedagogy and practice.

B. Optional In-Service Topics for Certified Personnel

The State Department of Education, within available appropriates and utilizing available materials, shall make the following subject matter available to boards of education:

- Holocaust and genocide education and awareness
- African-American and black studies (required commencing July 1, 2021)
- Puerto-Rican and Latino studies (required commencing July 1, 2021)
- Native American History
- Personal Financial Management
- The historical events surrounding the Great Famine in Ireland
- Domestic violence and teen dating violence
- Mental health first aid training

- Trauma-informed practices for the school setting to enable teachers, administrators and pupil personnel to more adequately respond to students with mental, emotional or behavioral health needs
- Second language acquisition, including, but not limited to, language development and cultural responsive pedagogy

Topics approved by the State Board of Education upon the request of local or regional boards of education as part of in-service training programs pursuant to CGS 10-220a, section 3.

NOTE: The Board may include any of the items listed above (Section B) in its in-service training program, pursuant to CGS 10-220a.